

DOCUMENT RESUME

ED 451 666

EC 308 350

TITLE Assessment Instruments for the Identification of Children Who Are Gifted, as Approved by the Ohio Department of Education in Accordance with Ohio Revised Code 3324.02.

INSTITUTION Ohio State Dept. of Education, Columbus. Div. of Special Education.

PUB DATE 2000-05-00

NOTE 173p.; Additional copies of the "Code of Fair Testing Practices in Education" by the American Psychological Association may be obtained from the National Council on Measurement in Education.

AVAILABLE FROM Ohio Dept. of Education, Office of Special Education, 33 High St., Worthington, OH 43085-4087. Tel: 877-644-6338 (Toll Free); Fax: 614-728-1097; Web site: <http://www.ode.state.oh.us>

PUB TYPE Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS *Ability Identification; Cognitive Tests; Creativity Tests; Dance; Drama; Elementary Secondary Education; *Gifted; *Measures (Individuals); Music; *Screening Tests; State Standards; Student Evaluation; *Talent; *Talent Identification; Visual Arts

IDENTIFIERS *Ohio

ABSTRACT

This document is intended to provide Ohio State school district personnel with information about approved assessment instruments for the screening and identification of students who are gifted. Instruments listed are intended to identify students in each of four gifted ability areas: superior cognitive ability, specific academic ability, creative thinking ability, and visual or performing arts ability. Preliminary information explains requirements for district adoption of approved assessment instruments, how a district should decide which instruments to use, who should administer the selected instruments, rules for the administration of tests and assessment instruments, standards for gifted identification in each of the four areas, and instrument selection criteria. Also provided is the "Code of Fair Testing Practices in Education" developed by the American Psychological Association. A chart of the 55 approved instruments summarizes information on each test's intended use, area of specialization, type, and administration (individual or group). One page of descriptive information is then provided for each instrument including publisher, Web site, instrument uses, instrument type, age level, administration time, identification/screening criteria, scoring information available, and date of norming. An appendix lists instruments by grade level and special population norm groups. A second appendix provides copies of the PB-3 and Forms SI and SII from the "Model Policies and Plan for the Identification of Children Who Are Gifted," for districts to submit. (Contains 23 references.) (DB)

ASSESSMENT INSTRUMENTS FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED

As Approved by the Ohio Department of Education
In Accordance with Ohio Revised Code 3324.02



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 Jane Piinto, Ph.D., Ashland University
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 W. Thomas Southern, Ph.D., Bowling Green State University
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Also, a special thanks to the following support staff members:

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Assessment Instruments for the Identification of Children Who Are Gifted

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Introduction

Purpose

All school districts are required to identify children who are gifted and talented in Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability.

This publication, *Assessment Instruments for the Identification of Children Who Are Gifted*, has been developed by the Ohio Department of Education (ODE), Office of Special Education, Gifted Services, to meet the requirements of Ohio Revised Code 3324.02, which states

- "(A) The Department of Education shall construct lists of existing assessment instruments it approves for use by school districts and may include on the lists and make available to school districts additional assessment instruments developed by the Department. Whenever possible, the Department shall approve assessment instruments that utilize nationally recognized standards for scoring or are nationally normed. The lists of instruments shall include:*
- (1) Initial screening instruments for use in selecting potentially gifted students for further assessment.*
 - (2) Instruments for identifying gifted students under Section 3324.03 of the Revised Code."*

This document is intended to provide school district personnel with the list of approved assessment instruments for the screening and identification of students who are gifted. When followed, it will ensure compliance with Ohio Revised Code 3324.02.

District Adoption of Approved Assessment Instruments

- Each school board is required to adopt a statement of its policy for the screening and identification of students who are gifted and adopt a plan for identifying students who are gifted. The district plan must contain a description of the assessment instruments from the list adopted by the Department that the district will use to screen and identify students who are gifted. It is recommended that local boards of education refer to the *Model Policies and Plan for the Identification of Children Who Are Gifted* for a sample board policy and the model plan. Districts submit the PB-3 and Forms SI and II from the *Model Policies and Plan for the Identification of Children Who Are Gifted* to indicate which instruments they have selected from the approved list and to inform parents of the instruments used for screening and identification. See Appendix B for copies of these forms.

- Educational consultants in the field have reviewed the instruments using rigorous criteria. The scores and/or performance levels for each instrument are also included (Ohio Revised Code 3324.02).
 - In addition, the ODE has adopted rules for the administration of tests and assessment instruments (see page 5).
 - An annual child count of students who are identified as gifted in the areas of Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability must be submitted to the ODE according to the Educational Management Information System (EMIS) and Child Count reporting schedules.
 - The ODE has selected instruments that allow for appropriate screening and identification of students who are gifted and are of low socioeconomic status (SES), students who are culturally or linguistically diverse, students with disabilities, and students for whom English is a second language [Ohio Revised Code 3324.02 (C)].

The Ohio Department of Education Approved List of Instruments for the Identification of Gifted Students

Why Was This List Created?

According to Ohio Revised Code 3324.03, the board of education of each school district will identify students who are gifted in grades kindergarten through 12 in the areas of Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability. The instruments to be used for these purposes are to be selected by each school district from approved instruments listed in this publication and described in a gifted identification plan approved by both the district's board of education and the ODE. By creating this list, the ODE is providing districts with a resource from which to choose instruments that have been reviewed by experts and found to be psychometrically sound.

What Is Included on the List?

Ohio Revised Code 3324.03 prescribes the types of instruments to be used for identification of students who are gifted in each of four gifted ability areas: Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability. Some types of instruments may be used for identification in more than one category, and in most cases there is more than one instrument included on the list for each category. Instruments were included on the list based on the criteria presented in Ohio Revised Code 3324.03 and the judgements of an expert panel, as well as an additional appeal panel.

Is Every Instrument on the List Appropriate for Use in Any District?

No, the population of each district has unique characteristics that need to be considered in the selection of an instrument that will be valid with their specific population. Neither the ODE nor the expert panel responsible for reviewing the instruments can provide recommendations for the appropriateness of an instrument across all district populations in the state. This decision needs to be made by a local instrument selection committee. Not all instruments would be appropriate in any one district, and there is no single instrument that would be most appropriate for one category in all districts.

How Does a District Decide Which Instruments to Use?

Valid identification of students who are gifted depends on selecting instruments that are most appropriate for the population of the district. This may be best accomplished through a team of professionals who are knowledgeable about the identification of children who are gifted and also knowledgeable of assessment principles and practices. Coordinators of gifted services, school psychologists, and intervention specialists or those who hold gifted licensure, are knowledgeable in these areas and should be included in instrument selection committees. Local identification procedures should reflect the use of assessment strategies and instruments that are appropriate and technically sound for the local district population. The school district may also wish to consult the following resources in the process of instrument selection:

- Rule 4732-5-01 of the Ohio Administrative Code
- The Code of Professional Responsibilities in Educational Measurement
- Recommendations from testing and measurement experts
- Input from the Ohio School Psychologists Association
- Feedback from test publisher representatives
- Input from the Ohio Association for Gifted Children

Who Should Administer the Instruments Selected by the District?

The ODE is mandated by Ohio Revised Code 3334.02 to adopt rules for the administration of tests. A portion of this rule is presented on the following page.

Additionally, Rule 4732-5-01 of the Ohio Administrative Code, which governs the Psychology Board, applies to the administration of intelligence tests used in gifted identification in the areas of Superior Cognitive Ability and Creative Thinking Ability. This rule restricts the administration of individual intelligence tests to a licensed psychologist because of the hazards that may stem from the misinterpretation of some tests.

Rules for the Administration of Tests and Assessment Instruments

The Ohio Department of Education, under Chapter 119 of the Ohio Revised Code, is required to adopt rules for the administration of any test or assessment instrument it approves on the list [Ohio Revised Code, section 3324.02 (D)]. Section 3301-51-15 (C) (4) of the Ohio Administrative Code is the reference for this rule requirement and is provided below. Additionally, the Code of Fair Testing Practices in Education is reproduced on page 11 as additional guidance for districts in the selection and implementation of assessment programs to screen and identify children who are gifted.

Testing and Assessment—Rule 3301-51-15 (C) (4)

- (a) *"Districts shall select screening and identification instruments from the Department of Education's approved lists for inclusion in their district's plan. Assessments must measure the specific area of gifted ability.*
- (b) *The district shall ensure that the use of evaluation instruments:*
 - (i) *Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so;*
 - (ii) *Have been validated for the specific purpose for which they are used; and*
 - (iii) *Are administered by qualified personnel in conformance with the instructions provided by their producer.*
- (c) *The district shall select instruments, from the approved list, that will allow for appropriate screening and identification of minority or disadvantaged children, children with disabilities, and children for whom English is a second language.*
- (d) *Tests are selected and administered so as to best insure that when a test is administered to a child with impaired sensory, manual or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills except where those skills are factors which the test purports to measure."*

Establish the Scores or Performance Levels (3324.03)

The Ohio Department of Education, Under Chapter 119 of the Ohio Revised Code, shall establish the scores or performance levels required under section 3324.02 (B) of the Ohio Revised Code.

Ohio Revised Code section 3324.03 (A) through (D) stipulates that the board of education of each school district shall identify students who are gifted in grades kindergarten through 12 as follows:

Superior Cognitive Ability

- A student shall be identified as exhibiting “Superior Cognitive Ability” if the student did either of the following within the preceding 24 months:
- Scored two standard deviations above the mean, minus the standard error of measure (SEM), on an approved individual standardized intelligence test administered by a licensed psychologist
 - Accomplished any one of the following:
 - Scored at least two standard deviations above the mean, minus the standard error of measure, on an approved standardized group intelligence test
 - Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test
 - Attained an approved score on one or more above grade-level standardized, nationally normed approved tests

Specific Academic Ability (Mathematics, Science, Social Studies, Reading, Writing, or a combination)

A student shall be identified as exhibiting “Specific Academic Ability” superior to that of children of similar age in a specific academic ability field if, within the preceding 24 months, that student performs at or above the 95th percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A student may be identified as gifted in more than one specific academic ability field.

Creative Thinking Ability

A student shall be identified as exhibiting "Creative Thinking Ability" superior to children of a similar age, if, within the previous 24 months, the student scored one standard deviation above the mean, minus the standard error of measure, on an approved individual or group intelligence test and also did either of the following:

- Attained a sufficient score, as established by the ODE, on an approved individual or group test of creative ability
- Exhibited sufficient performance, as established by the ODE, on an approved checklist of creative behaviors

Visual or Performing Arts Ability

A student shall be identified as exhibiting "Visual or Performing Arts Ability" superior to that of children of similar age if the student has done both of the following:

- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area
- Exhibited sufficient performance, as established by the ODE, on an approved checklist of behaviors related to a specific arts area

Instrument Selection Criteria

Requests for Publishers' Instrument Submissions

In developing the list of approved tests for the identification of children who are gifted, the ODE sent letters to test publishers asking them to submit instruments to be used in the identification of children who are gifted. Each publisher submitted extensive information about their tests as part of the review process. The form sent to publishers used criteria established by the *Scale for the Evaluation of Gifted Identification Instruments* (SEGI) (Callahan, et al., 1993). Publishers were required to respond with data on each of the following criteria for technical adequacy.

Technical Adequacy Specifications

In determining the list of approved tests, the ODE established guidelines for technical adequacy. These guidelines were also applied in reviewing instruments for specific populations, so all tests on the approved list may not be appropriate for all students. The following criteria were used:

- **Reliability Criteria**
Internal Consistency Reliability
The homogeneous, consistent quality of the content of instrument items is evidenced by an appropriate reliability indicator such as split-half, Kuder-Richardson, or alpha coefficients.
- **Validity Criteria**
Content Validity
The instrument provides a clear definition of the universe represented and provides detailed evidence that the behavior domain was carefully sampled in instrument construction, including a detailed classification of test items by performance objectives along with an explanation of the selection procedures and/or references to special procedures. (See individual test specifications provided by the publisher for guidance.)

Concurrent Criterion Validity
Scores on the instrument are related to performance on a separate task or criterion administered at the same time. This information for validity shows the degree of relationship to other instruments that are theoretically related.

Predictive Criterion Validity

Evidence is provided in support of the predictive nature of the instrument for students, such as how scores/ performance on the instrument are related to performance on tasks or criteria that the instrument is designed to predict.

► Norming Criteria

Range

Data is provided for purposes of interpretation indicating that the instrument has been normed on a broad range of educational ability or is applicable to groups at the upper end of the continuum.

Currency

The norms for the instrument are, when possible, current within the last ten years.

Groups

Norm groups are stratified and provided for regular, gifted, and special populations of students (children who are culturally or linguistically diverse, children with disabilities, and children for whom English is a second language).

► Checklist Criteria

Intra/Interrater Reliability

A high level of confidence for the objectivity and consistency of raters in scoring the instrument (when applicable) is demonstrated by such means as reported correlations, percentage of agreement, or analysis of variance.

Review Process

Submissions by test publishers were reviewed by four reviewers external to the ODE. The reviewers were selected to represent expertise in both technical adequacy and for their individual knowledge of the content, construct, and criterion validity of submitted instruments for use in the identification of children who are gifted. The reviewers' task was to rate each instrument on the following criteria:

- The extent to which technical adequacy standards established by SEGII (Callahan, et al., 1993) were met
- The extent to which the tests were valid for express purposes of identification of children who are gifted
- The extent to which adequate samples (demographically balanced with the inclusion of gifted students in the sample) were demonstrated in both the pilot and final versions of the instrument standardization
- The extent to which the submitted instruments reported appropriate technical adequacy data and contained positive independent reviews

- Differences in the reviewers' opinions were resolved in consensus discussions on the following basis:
- Exposition of rationales for each instrument articulated by each reviewer
 - Identification of areas not currently addressing needs cited in the law (H.B. 282) or which lacked instruments needed to identify areas cited in the law
 - Consensus of reviewers following discussion of instruments and particular benefits and concerns for each instrument discussed

The reviewers were well aware of the technical issues involved in selecting instruments. Each reviewer was also cognizant of the requirements in the law to delineate procedures that would identify students who are of low SES and students from culturally or linguistically diverse populations. These demands were conflicting at times. The reviewers made final determinations based on the overall technical adequacy of the instruments and the need to find instruments with the promise of being potentially valuable in the identification of heretofore under-represented groups. Instruments that provided national norms for various under-represented populations were given special consideration.

In the case of Creative Thinking and Visual or Performing Arts areas, additional reviewers with appropriate expertise were selected¹ to review instruments and procedures in these content areas. These reviewers considered only the checklists, performance criteria, and potential instruments applicable to these areas. Their input on content validity was submitted to the general reviewers and evaluated for technical adequacy during a general instrument review. The resultant instruments and checklists have thus been reviewed by the content area experts, experts in the field of gifted and talented, and experts with experience in evaluation of technical adequacy of instruments and procedures.

Appeal Process

Following the initial instrument review, an appeals process was developed by the Ohio Department of Education. The purpose of this appeals process was to reconsider instruments that had not been approved by the original instrument review panel. Instruments eligible for appeal were those instruments which the publishers had submitted and requested reconsideration, or those instruments which school districts had requested for use in screening and identification of children who are gifted.

The appeals process was developed and operated independently of the Office of Special Education by the Office of Policy Research and Analysis. Four consultants, external to the ODE and nationally recognized for their expertise in tests and measurements, were selected to serve on the Appeals Panel.

Code of Fair Testing Practices in Education

Prepared by the Joint Committee on Testing Practices

The Code of Fair Testing Practices in Education states the major obligations to test takers of professionals who develop or use educational tests. The Code is meant to apply broadly to the use of tests in education (admissions, educational assessment, educational diagnosis, and student placement). The Code is not designed to cover employment testing, licensure or certification testing, or other types of testing. Although the Code has relevance to many types of educational tests, it is directed primarily at professionally-developed tests, such as those sold by commercial test publishers or used in formally administered testing programs. The Code is not intended to cover tests made by individual teachers for use in their own classrooms.

The Code addresses the roles of test developers and test users separately. Test users are people who select tests, commission test development services, or make decisions on the basis of test scores. Test developers are people who actually construct tests as well as those who set policies for particular testing programs. The roles may, of course, overlap as when a state educational agency commissions test development services, sets policies that control the test development process, and makes decisions on the basis of the test scores.

The Code has been developed by the Joint Committee on Testing Practices, a cooperative effort of several professional organizations, that has as its aim the advancement, in the public interest, of the quality of testing practices. The Joint Committee was initiated by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. In addition to these three groups, the American Association for Counseling and Development/Association for Measurement and Evaluation in Counseling and Development, and the American Speech-Language-Hearing Association are now also sponsors of the Joint Committee.

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Code of Fair Testing Practices in Education. (1988)

Washington, DC: Joint Committee on Testing Practices.

(Mailing Address: Joint Committee on Testing Practices, American Psychological Association, 1200 17th Street, NW, Washington, DC 20036)

The Code presents standards for educational test developers and users in four areas

- A. Developing>Selecting Tests
- B. Interpreting Scores
- C. Striving for Fairness
- D. Informing Test Takers

Organizations, institutions, and individual professionals who endorse the Code commit themselves to safeguarding the rights of test takers by following the principles listed. The Code is intended to be consistent with the relevant parts of the Standards for Educational and Psychological Testing (AERA, APA, NCME, 1985). However, the Code differs from the Standards in both audience and purpose. The Code is meant to be understood by the general public; it is limited to educational tests; and the primary focus is on those issues that affect the proper use of tests. The Code is not meant to add new principles over and above those in the Standards or to change the meaning of the Standards. The goal is rather to represent the spirit of a selected portion of the Standards in a way that is meaningful to test takers and/or their parents or guardians. It is the hope of the Joint Committee that the Code will also be judged to be consistent with existing codes of conduct and standards of other professional groups who use educational tests.

A. Developing>Selecting Appropriate Tests*

Test developers should provide the information that test users need to select appropriate tests.

Test developers should:

1. Define what each test measures and what the test should be used for. Describe the population(s) for which the test is appropriate.
2. Accurately represent the characteristics, usefulness, and limitations of tests for their intended purposes.
3. Explain relevant measurement concepts as necessary for clarity at the level of detail that is appropriate for the intended audience(s).
4. Describe the process of test development. Explain how the content and skills to be tested were selected.
5. Provide evidence that the test meets its intended purpose(s).
6. Provide either representative samples or complete copies of test questions, directions, answer sheets, manuals, and score reports to qualified users.

* Many of the statements in the Code refer to the selection of existing tests. However, in customized testing programs, test developers are engaged to construct new tests. In those situations, the test development process should be designed to help ensure that the completed tests will be in compliance with the Code.

7. Indicate the nature of the evidence obtained concerning the appropriateness of each test for groups of different racial, ethnic, or linguistic backgrounds who are likely to be tested.
8. Identify and publish any specialized skills needed to administer each test and to interpret scores correctly.

Test users should select tests that meet the purpose for which they are to be used and that are appropriate for the intended test taking populations.

Test users should:

1. First define the purpose for testing and the population to be tested. Then, select a test for that purpose and that population based on a thorough review of the available information.
2. Investigate potentially useful sources of information, in addition to test scores, to corroborate the information provided by tests.
3. Read the materials provided by test developers and avoid using tests for which unclear or incomplete information is provided.
4. Become familiar with how and when the test was developed and tried out.
5. Read independent evaluations of a test and of possible alternative measures. Look for evidence required to support the claims of test developers.
6. Examine specimen sets, disclosed tests or samples of questions, directions, answer sheets, manuals, and score reports before selecting a test.
7. Ascertain whether the test content and norm group(s) or comparison group(s) are appropriate for the intended test takers.
8. Select and use only those tests for which the skills needed to administer the test and interpret scores correctly are available.

B. Interpreting Scores

Test developers should help users interpret scores correctly.

Test developers should:

9. Provide timely and easily understood score reports that describe test performance clearly and accurately. Also, explain the meaning and limitations of reported scores.
10. Describe the population(s) represented by any norms or comparison group(s), the dates the data were gathered, and the process used to select the samples of test takers.
11. Warn users to avoid specific, reasonably anticipated misuses of test scores.

12. Provide information that will help users follow reasonable procedures for setting passing scores, when it is appropriate to use such scores with the test.
13. Provide information that will help users gather evidence to show that the test is meeting its intended purpose(s).

Test users should interpret scores correctly.

Test users should:

9. Obtain information about the scale used for reporting scores, the characteristics of any norm or comparison groups(s), and the limitations of the scores.
10. Interpret scores taking into account any major differences between the norm or comparison groups and the actual test takers. Also take into account any differences in test administration practices or familiarity with the specific questions in the test.
11. Avoid using tests for purposes not specifically recommended by the test developer unless evidence is obtained to support the intended use.
12. Explain how any passing scores were set and gather evidence to support the appropriateness of the scores.
13. Obtain evidence to help show that the test is meeting its intended purpose(s).

C. Striving for Fairness

Test developers should strive to make tests that are as fair as possible for test takers of different races, gender, ethnic backgrounds, or different handicapping conditions.

Test developers should:

14. Review and revise test questions and related materials to avoid potentially insensitive content or language.
15. Investigate the performance of test takers of different races, gender, and ethnic backgrounds when samples of sufficient size are available. Enact procedures that help to ensure that differences in performance are related primarily to the skills under assessment rather than to irrelevant factors.
16. When feasible, make appropriately modified forms of tests or administration procedures available for test takers with handicapping conditions. Warn test users of potential problems in using standard norms with modified tests or administration procedures that result in non-comparable scores.

Test users should select tests that have been developed in ways that attempt to make them as fair as possible for test takers of different races, gender, ethnic backgrounds, or handicapping conditions.

Test users should:

14. Evaluate the procedures used by test developers to avoid potentially insensitive content or language.
15. Review the performance of test takers of different races, gender, and ethnic backgrounds, when samples of sufficient size are available. Evaluate the extent to which performance differences may have been caused by the test.
16. When necessary and feasible, use appropriately modified forms or administration procedures for test takers with handicapping conditions. Interpret standard norms with care in the light of the modifications that were made.

D. Informing Test Takers

Under some circumstances, test developers have direct communication with test takers. Under other circumstances, test users communicate directly with test takers. Whichever group communicates directly with test takers should provide the information described below.

Test developers or test users should:

17. When a test is optional, provide test takers or their parents/guardians with information to help them judge whether the test should be taken, or if an available alternative to the test should be used.
18. Provide test takers the information they need to be familiar with the coverage of the test, the types of question formats, the directions, and appropriate test-taking strategies. Strive to make such information equally available to all test takers.

Under some circumstances, test developers have direct control of tests and test scores. Under other circumstances, test users have such control. Whichever group has direct control of tests and test scores should take the steps described below.

Test developers or test users should:

19. Provide test takers or their parents/guardians with information about rights test takers may have to obtain copies of tests and completed answer sheets, retake tests, have tests rescored, or cancel scores.

20. Tell test takers or their parents/guardians how long scores will be kept on file and indicate to whom and under what circumstances test scores will or will not be released.
21. Describe the procedures that test takers or their parents/guardians may use to register complaints and have problems resolved.

Note: The membership of the Working Group that developed the Code of Fair Testing Practices in Education and of the Joint Committee on Testing Practices that guided the Working Group was as follows:

Theodore P. Bartell
Esther E. Diamond
Lorraine D. Eyde
John J. Fremer (Co-chair, JCTP, Chair, Code Working Group)
Jo-Ida C. Hansen
George F. Madaus (Co-chair, JCTP)
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Richard P. Duran
Raymond D. Fowler
Edmund W. Gordon
James B. Lingwall
Kevin L. Moreland
Robert J. Solomon
Carol Kehr Title (Co-chair, JCTP)
Michael J. Zieky

(Debra Boltas and Wayne Camara of the American Psychological Association served as staff liaisons.)

Additional copies of the Code may be obtained from the National Council on Measurement in Education, 1230 Seventeenth Street, NW, Washington, DC 20036. Single copies are free.

Approved Assessment Instruments

Types of Assessment Instruments Permitted and Criteria for Identification by Gifted Ability Area

(According to Ohio Revised Code 3324.03)

All instruments selected need to be listed on the Ohio Department of Education's approved list of instruments which begins on page 18. The type of test / instrument to be used for gifted screening and identification in each gifted ability area is indicated below. The identification cutoff scores are provided in italics. Districts will set screening thresholds at levels lower than the identification threshold.

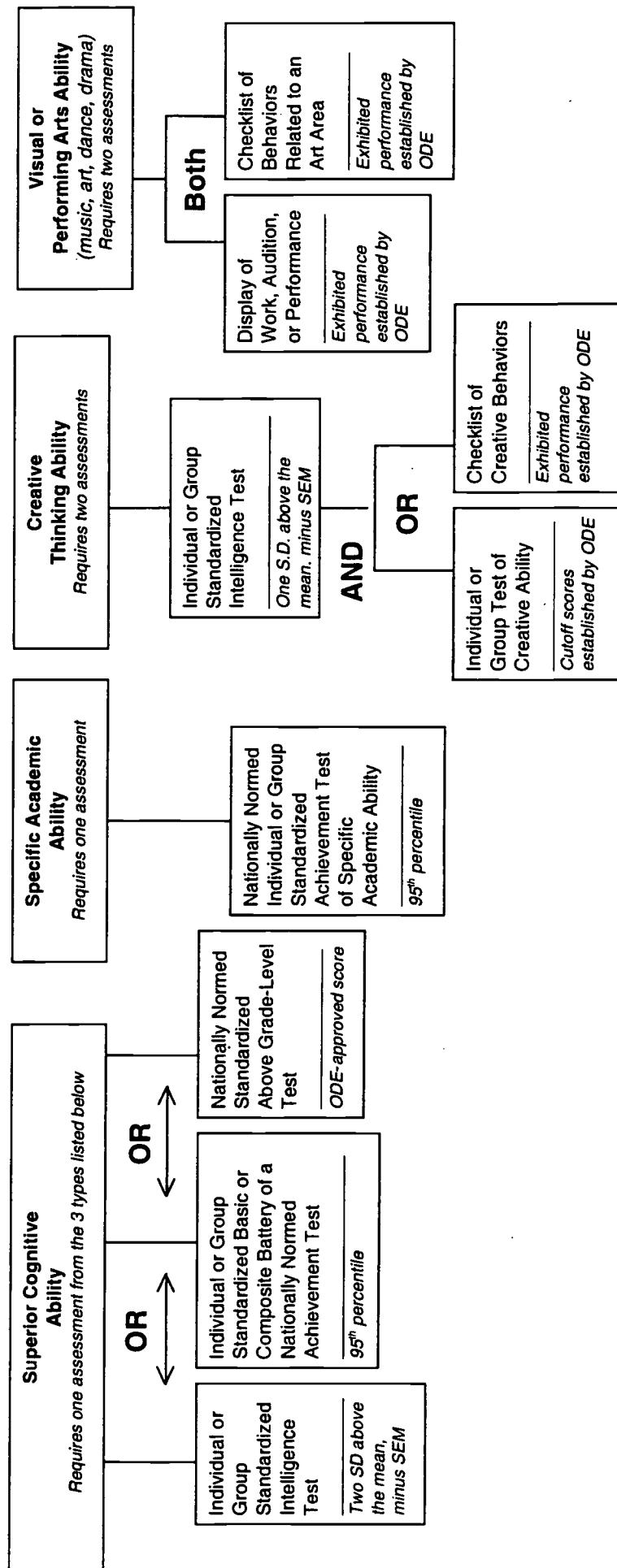


Chart of Approved Assessment Instruments

Intended Use	Ability Area	Instrument Type					Administration	
		S	ID	SC	SA	CT	VPA	IND
S = Screening ID = Identification	SC = Superior Cognitive SA = Specific Academic CT = Creative Thinking VPA = Visual or Performing Arts	INT = Intelligence Test ACH = Achievement Test CHK = Checklist AGL = Above Grade-Level DAP = Display of Work, Audition, or Performance						
ID#	Name of Instrument	Page #	Intended Use	Area	Instrument Type	Administration	IND	GP
22	ACT Assessment Program (AAP)	22	X	X	X	AGL, ACH	X	X
55	Aprenda: La prueba de logros en Espanol	23	X	X	X	ACH	X	X
46	Art Advanced Placement Scoring Guidelines	24	X	X		DAP	X	
10	Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad (Bateria-R)	25	X	X	X	INT, ACH	X	
52	California Achievement Tests, Fifth Edition (CAT/5)	26	X	X	X	ACH		X
40	Clark's Drawing Abilities Test	27	X	X	X	DAP	X	
11	Cognitive Abilities Test (CogAT), Form 5	28	X	X	X	INT	X	X
12	Cognitive Abilities Test (CogAT) Nonverbal Battery, Edicion en Espanol	29	X	X	X	INT	X	X
54	Comprehensive Test of Basic Skills (CTBS/4)	30	X	X	X	ACH		X
23	Comprehensive Testing Program, 3 rd Edition, (CTPIII)	31	X	X	X	INT, ACH		X
42	Dance Talent Assessment Process (DTAP)	32	X	X	X	DAP		X
13	Das-Naglieri Cognitive Assessment Systems (CAS)	33	X	X	X	INT	X	
14	Differential Ability Scales (DAS)	34	X	X	X	INT, AGL	X	
47	Display of Work, Audition, or Performance (Observation or Evaluation)	35	X	X		DAP	X	X
24	EXPLORE	36	X	X		AGL, ACH	X	45

Assessment Instruments for the Identification of Children Who Are Gifted

<u>Intended Use</u>	<u>Ability Area</u>	<u>Name of Instrument</u>	<u>Page #</u>	<u>Intended Use</u>				<u>Instrument Type</u>				<u>Administration</u>	
				<u>S</u>	<u>ID</u>	<u>SC</u>	<u>SA</u>	<u>CT</u>	<u>VPA</u>	<u>INT</u>	<u>ACH</u>	<u>CHK</u>	<u>DAP</u>
S = Screening ID = Identification	SC = Superior Cognitive SA = Specific Academic CT = Creative Thinking VPA = Visual or Performing Arts	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30, Visual or Performing Arts: Section IV, Items 41-50)	37	X	X			X	X			CHK	X
41		Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery	38	X	X	X	X				ACH	X	X
25		Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery	39	X		X	X				ACH		
26		Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery	40	X	X	X	X				ACH	X	X
27		Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery	41	X		X	X				ACH	X	X
28		Kaufman Brief Intelligence Test (K-BIT)	42	X		X	X				ACH	X	X
15		Leiter International Performance Scale-Revised (Leiter-R)	43	X	X	X	X				INT	X	
16		Metropolitan Achievement Tests, Seventh Edition	44	X	X	X	X				INT	X	
29		Music Talent Assessment Process (MTAP)	45	X	X						DAP		X
45		Ohio Department of Education Music Performance Rubric, Forms A and B	46	X	X				X		DAP	X	
53		Otis-Lennon School Ability Test, Seventh Edition	47	X	X	X					INT	X	X
49		Otis-Lennon School Ability Test, Sixth Edition	48	X	X	X	X				INT	X	X
30		PLAN	49	X		X	X					AGL, ACH	X
17		Raven's Progressive Matrices (Standard and Advanced Form)	50	X	X	X	X				INT	X	X
31		SAT I Reasoning Test	51	X	X	X	X					AGL, ACH	X

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Assessment Instruments for the Identification of Children Who Are Gifted

Intended Use	Ability Area	Name of Instrument	Page #	Intended Use			Instrument Type			Administration					
				S	SC	SA	CT	VPA	ID	SC	SA	CT	VPA	Instrument Type	IND
S = Screening ID = Identification	SC = Superior Cognitive SA = Specific Academic CT = Creative Thinking VPA = Visual or Performing Arts	Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Creativity: Part II; Musical: Part VI; Dramatic: Part VII; Artistic: Part V)	52	X	X			X					CHK	X	X
39		Stanford Achievement Test Series, Ninth Edition	53	X	X	X	X						ACH	X	X
33		Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery	54	X		X	X						ACH	X	X
32		Stanford Achievement Test Series, Ninth Edition, Form SA	55	X	X	X	X						ACH	X	X
34		Stanford-Binet Intelligence Scale: Fourth Edition	56	X	X	X	X						ACH	X	X
18		Terra Nova (CTBS/5)	57	X	X	X	X						INT	X	X
35		Test of Cognitive Skills, Second Edition (TCS/2)	58	X	X	X	X						ACH	X	X
56		Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	59	X	X	X	X						INT	X	X
37		Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery	60	X		X	X						ACH	X	X
36		Theatre Arts Talent Assessment Process (TATP)	61	X	X		X	X					ACH	X	X
43		Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)	62	X	X	X							DAP	X	X
51		Wechsler Abbreviated Scale of Intelligence (WASI)	63	X		X							INT	X	X
19		Wechsler Individual Achievement Test (WIAT)	64	X	X	X	X						INT	X	X
38		Wechsler Intelligence Scale for Children, Third Edition (WISC-III)	65	X	X	X	X						ACH	X	X
20		Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R) and Form A, Achievement Battery	66	X	X	X	X						INT	X	X
21													INT, ACH	X	X

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
ACT Assessment Program (AAP)	
ID Number	Publisher
22	ACT National Office 2201 North Dodge Street, PO Box 168 Iowa City, Iowa 52243-0168
This Instrument May Be Used to	
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify	
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	
Instrument Type	
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	
<input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups	
Age/Grade Grades 7-12	
Administration Time 3 hours	
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the following cutoff scores for identification when used as an out of grade-level test:	
Grades 7-8: 19-24 Grade 9: 25-26 Grade 10: 30 Grades 11-12: 33	
Scoring Information Available from Publisher	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Standard Error of Measure (SEM) <input checked="" type="checkbox"/> Percentiles	
Date of Norming National norms 1995 to present with new national norms annually	
Copyright Date New forms annually	
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument		
Aprenda: La prueba de logros en Espanol		
ID Number	Publisher	
55	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	
This Instrument May Be Used to	In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking	
<input type="checkbox"/> Intelligence Test	<input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	Age/Grade	Administration Time
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups	Grades K-8	4 hours
Identification/Screening Criteria	In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	Date of Norming	Copyright Date
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	1989 1990
Intended Use of Instrument	For District Use	
School Psychologist or Other Person(s) Trained in Tests and Measurements		
Person(s) Responsible for Overseeing Administration of This Instrument		

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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Art Advanced Placement Scoring Guidelines	
ID Number	Publisher
46	The College Board 45 Columbus Avenue New York, New York 10023
This Instrument May Be Used to	
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Specific Academic <input type="checkbox"/> In the Following Ability Areas <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance	
Instrument Type	
<input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Dance <input type="checkbox"/> Specific Academic <input type="checkbox"/> Visual Arts <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Theater	
This Instrument Is Designed for	Age/Grade
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups	Grades K-12
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	
<input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Scores <input type="checkbox"/> Standard Error of Measure (SEM) <input type="checkbox"/> Percentiles	
Date of Norming	
N/A	
Copyright Date	
1976	
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements Person(s) Responsible for Overseeing Administration of This Instrument	

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument		
Batería Woodcock-Muñoz-Revisada: Pruebas de habilidad (Batería-R)		
ID Number	Publisher	
10	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	
This Instrument May Be Used to	In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify	<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Theater <input type="checkbox"/> Dance <input type="checkbox"/> Visual Arts	
Instrument Type	Administration Time	
<input checked="" type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test	<input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance 30-40 minutes, plus 40 minutes supplemental	
This Instrument Is Designed for	Age/Grade	
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups	Ages 2-adult	
Identification/Screening Criteria		
In accordance with OAC 3301-51-15 and the publisher's instructions. The Batería Woodcock-Muñoz-Revisada: Pruebas de habilidad Cognitiva needs to be administered by a licensed psychologist. The Batería Woodcock-Muñoz-Revisada: Pruebas de Aprovechamiento can be administered by a trained professional.		
Scoring Information Available from Publisher	Date of Norming	Copyright Date
<input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	1986-1994 1996
For District Use		
Intended Use of Instrument		
School Psychologist or Other Person(s) Trained in Tests and Measurements		
Person(s) Responsible for Overseeing Administration of This Instrument		
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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
California Achievement Tests, Fifth Edition (CAT/5)	
ID Number	Publisher
52	CTB/McGraw Hill 20 Ryan Ranch Road Monterey, California 93940
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify
	<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking
Instrument Type	
<input type="checkbox"/> Intelligence Test	<input checked="" type="checkbox"/> Achievement Test
	<input type="checkbox"/> Checklist
	<input type="checkbox"/> Above Grade-Level
	<input type="checkbox"/> Display of Work, Audition, or Performance
This Instrument Is Designed for	Age/Grade
<input type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups
	Grades K-12
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	
<input checked="" type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles
Intended Use of Instrument	Date of Norming
	1992
	Copyright Date
	1992
For District Use	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Clark's Drawing Abilities Test	
<i>ID Number</i>	<i>Publisher</i>
40	Arts Publishing Company, C/O E. Zimmerman 3240 North Ramble Road East Bloomington, Indiana 47408
<i>This Instrument May Be Used to</i>	
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify	
<i>Instrument Type</i>	
<input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance	
<i>This Instrument Is Designed for</i>	
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups Age/Grade Grades K-12	
<i>Identification/Screening Criteria</i>	
Sent to the publisher for scoring	
<i>Scoring Information Available from Publisher</i>	
<input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Scores <input type="checkbox"/> Standard Error of Measure (SEM) <input type="checkbox"/> Percentiles	
<i>Date of Norming</i>	
N/A	
<i>Copyright Date</i>	
1995	
<i>For District Use</i>	
<i>Intended Use of Instrument</i>	
<i>School Psychologist or Other Person(s) Trained in Tests and Measurements</i>	
<i>Person(s) Responsible for Overseeing Administration of This Instrument</i>	
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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument		
Cognitive Abilities Test (CogAT), Form 5		
ID Number	Publisher	
11	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	
This Instrument May Be Used to	In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	
	<input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking	
Instrument Type		
<input checked="" type="checkbox"/> Intelligence Test	<input type="checkbox"/> Achievement Test	
	<input type="checkbox"/> Checklist	
	<input type="checkbox"/> Above Grade-Level	
	<input type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	Age/Grade	
<input checked="" type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups	
	Grades K-12	
Identification/Screening Criteria		
In accordance with OAC 3301-51-15 and the publisher's instructions. For special populations only: The Nonverbal Battery score alone can be used for screening and identification.		
Scoring Information Available from Publisher	Date of Norming	Copyright Date
<input type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores	1993
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles	
For District Use		
Intended Use of Instrument		
School Psychologist or Other Person(s) Trained in Tests and Measurements		
Person(s) Responsible for Overseeing Administration of This Instrument		

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Cognitive Abilities Test (CogAT) Nonverbal Battery, Edicion en Espanol	
ID Number	Publisher
12	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079
This Instrument May Be Used to	
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify
<input type="checkbox"/> Intelligence Test	<input type="checkbox"/> Achievement Test
<input type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups
Instrument Type	
<input checked="" type="checkbox"/>	<input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking
In the Following Ability Areas	
<input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Theater	<input type="checkbox"/> Dance <input type="checkbox"/> Visual Arts
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	
<input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles
Intended Use of Instrument	
For District Use	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	
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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Comprehensive Test of Basic Skills (CTBS/4)	
ID Number	Publisher
54	CTB/McGraw Hill 20 Ryan Ranch Road Monterey, California 93940
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify
	<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking
Instrument Type	
<input type="checkbox"/> Intelligence Test	<input checked="" type="checkbox"/> Achievement Test
	<input type="checkbox"/> Checklist
	<input type="checkbox"/> Above Grade-Level
	<input type="checkbox"/> Display of Work, Audition, or Performance
This Instrument Is Designed for	Age/Grade
<input type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups
	Grades K-12
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	Date of Norming
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Standard Scores <input type="checkbox"/> Percentiles
Copyright Date	
1989	
For District Use	
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Comprehensive Testing Program, 3 rd Edition (CTPIII)	
ID Number	Publisher
23	Educational Records Bureau (ERB) 220 East 42 nd Street, Suite 100 New York, New York 10017
This Instrument May Be Used to	
<input checked="" type="checkbox"/> Screen	<input type="checkbox"/> Identify
Instrument Type	
<input checked="" type="checkbox"/> Intelligence Test	<input checked="" type="checkbox"/> Achievement Test
This Instrument is Designed for	
<input type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	
<input checked="" type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	
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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument		
Dance Talent Assessment Process (DTAP)		
ID Number	Publisher	
42	Arts Connection, Attn: Barry Oreck 120 West 46 th Street New York, New York 10036	
This Instrument May Be Used to	In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking	
Instrument Type	<input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	Age/Grade	Administration Time
<input type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups	Grades K-12
		Takes 2-3 observers per session for five 45-minute sessions (occurs during regular class time). Observers meet afterward for consensus scoring.
Identification/Screening Criteria	In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	Date of Norming	Copyright Date
<input type="checkbox"/> Standard Deviation	<input type="checkbox"/> Standard Scores	1991-1992
<input type="checkbox"/> Standard Error of Measure (SEM)	<input type="checkbox"/> Percentiles	1993
Intended Use of Instrument	For District Use	
School Psychologist or Other Person(s) Trained in Tests and Measurements		
Person(s) Responsible for Overseeing Administration of This Instrument		

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Das-Nagliari Cognitive Assessment Systems (CAS)	
ID Number	Publisher
13	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking
Instrument Type	Age/Grade
<input checked="" type="checkbox"/> Intelligence Test	<input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance
This Instrument Is Designed for	Administration Time
<input checked="" type="checkbox"/> Individuals	<input type="checkbox"/> Groups Ages 5-17 40 minutes for basic battery, and 60 minutes for standard battery
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	Date of Norming
<input checked="" type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles
Intended Use of Instrument	Copyright Date
For District Use	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Differential Ability Scales (DAS)	
ID Number	Publisher
14	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify
	<input checked="" type="checkbox"/> Superior Cognitive
	<input type="checkbox"/> Specific Academic
	<input checked="" type="checkbox"/> Creative Thinking
Instrument Type	Administration Time
<input checked="" type="checkbox"/> Intelligence Test	<input type="checkbox"/> Achievement Test
	<input type="checkbox"/> Checklist
	<input checked="" type="checkbox"/> Above Grade-Level
	<input type="checkbox"/> Display of Work, Audition, or Performance
This Instrument Is Designed for	Age/Grade
<input checked="" type="checkbox"/> Individuals	<input type="checkbox"/> Groups
	Ages 6-17.11
	45-65 minutes
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	Date of Norming
<input checked="" type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles
Copyright Date	
1988-1989	
1990	
For District Use	
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Display of Work, Audition, or Performance (Observation or Evaluation)	
ID Number	Publisher
47	C/O Visual and Performing Arts Consultants ODE, Office of Curriculum and Assessment 65 South Front Street, Room 1009, Columbus, Ohio 43215
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking
Instrument Type	<input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance
This Instrument Is Designed for	Age/Grade
<input checked="" type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups Grades K-12
Identification/Screening Criteria	Length of audition, performance, observation, or evaluation
In accordance with OAC 3301-51-15 and Guidelines from the Ohio Department of Education for Trained Individuals (available after April 17, 2000)	
Scoring Information Available from Publisher	Date of Norming
<input type="checkbox"/> Standard Deviation	<input type="checkbox"/> Standard Scores
<input type="checkbox"/> Standard Error of Measure (SEM)	<input type="checkbox"/> Percentiles
For District Use	
Intended Use of Instrument	Copyright Date
N/A	
School Psychologist or Other Person(s) Trained in Tests and Measurements	77
Person(s) Responsible for Overseeing Administration of This Instrument	76

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument					
EXPLORE					
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site	
24	ACT National Office 2201 North Dodge Street, PO Box 168 Iowa City, Iowa 52243-0168	(319) 337-1458	(319) 339-3021	www.act.org	
This Instrument May Be Used to <i>In the Following Ability Areas</i>					
<input type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance Instrument Type <input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups Age/Grade <input type="checkbox"/> Specific Academic Grades 3-9 <input type="checkbox"/> Creative Thinking					
This Instrument is Designed for <i>Administration Time</i>					
<input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups Administration Time <input type="checkbox"/> 3 hours					
Identification/Screening Criteria					
In accordance with OAC 3301-51-15 and the publisher's instructions. For above grade-level testing, use the two digit standard score at the 95 th percentile at grades 3 through 9.					
Scoring Information Available from Publisher					
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		<input type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles		Date of Norming	Copyright Date
				National norms 1995 to present with new norms annually	New form annually
For District Use					
Intended Use of Instrument					
School Psychologist or Other Person(s) Trained in Tests and Measurements					
Person(s) Responsible for Overseeing Administration of This Instrument					

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument		Gifted and Talented Evaluation Scale (GATES)			Creative Thinking: Visual or Performing Arts:	Section IV, Items 21-30 Section IV, Items 41-50			
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site					
41	Pro-Ed 8700 Shoal Creek Boulevard Austin, Texas 78757-6897	(512) 451-3246 (800) 897-3202	(512) 451-8542	www.proedinc.com					
This Instrument May Be Used to	<i>In the Following Ability Areas</i>								
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	<input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking (Section IV, Items 21-30)	<input type="checkbox"/> Theater	<input type="checkbox"/> Dance <input checked="" type="checkbox"/> Visual Arts					
Instrument Type	<input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test	<input checked="" type="checkbox"/> Checklist	<input type="checkbox"/> Above Grade-Level	<input type="checkbox"/> Display of Work, Audition, or Performance	Administration Time				
This Instrument Is Designed for	Age/Grade								
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups	Ages 5-18	10-15 minutes							
Identification/Screening Criteria	In accordance with OAC 3301-51-15 and the following cutoff scores: Creative Thinking (Section 3): 65 Visual or Performing Arts (Section 5): 57								
Scoring Information Available from Publisher	Date of Norming				Copyright Date				
<input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	1995	1996							
Intended Use of Instrument	For District Use								
School Psychologist or Other Person(s) Trained in Tests and Measurements									
Person(s) Responsible for Overseeing Administration of This Instrument									

Name of Instrument		
Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery		
ID Number	Publisher	
25	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	
This Instrument May Be Used to	In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify	<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking	
Instrument Type	Administration Time	
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	About 130 mins. for grade 5; about 173 mins. for grade 6; about 270 mins. for grade 7; about 275 mins. for grade 8; 295-310 mins. for grades 9-12	
This Instrument Is Designed for	Age/Grade	
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups	Grades K-9	
Identification/Screening Criteria	In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	Date of Norming	Copyright Date
<input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	1995
Intended Use of Instrument	For District Use	
School Psychologist or Other Person(s) Trained in Tests and Measurements		
Person(s) Responsible for Overseeing Administration of This Instrument		

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery	
ID Number	Publisher
26	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen	<input type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking
<input type="checkbox"/> Intelligence Test	<input checked="" type="checkbox"/> Achievement Test
<input type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups

Instrument Type	Age/Grade	Administration Time
<input type="checkbox"/> Checklist	<input type="checkbox"/> Above Grade-Level	<input type="checkbox"/> Display of Work, Audition, or Performance
<input type="checkbox"/> 100 minutes		

Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	

Scoring Information Available from Publisher	Date of Norming	Copyright Date
<input type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores	1995
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles	1996

For District Use	
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument

Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
27	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Dance <input checked="" type="checkbox"/> Creative Thinking <input type="checkbox"/> Visual Arts <input type="checkbox"/> Theater <input type="checkbox"/> Music				
Instrument Type				
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Age/Grade	Administration Time	
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Grades 9-12	3 hours and 55 minutes	
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	1995	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

<i>Name of Instrument</i>				
Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery				
ID Number	Publisher			
28	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079			
This Instrument May Be Used to	In the Following Ability Areas			
<input checked="" type="checkbox"/> Screen	<input type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking			
Instrument Type	Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance			
This Instrument Is Designed for	Age/Grade	Administration Time		
<input checked="" type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups	Grades 9-12		
		3 hours and 55 minutes		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	1995	1996
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Kaufman Brief Intelligence Test (K-BIT)	
ID Number	Publisher
15	American Guidance Service 4201 Woodland Road Circle Pines, Minnesota 55014
This Instrument May Be Used to	
<input checked="" type="checkbox"/> Screen <input type="checkbox"/> Identify	
<input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking	
Instrument Type	
<input checked="" type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups	
Age/Grade Ages 4-adult	
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Standard Error of Measure (SEM) <input checked="" type="checkbox"/> Percentiles	
Date of Norming	
1989	
Copyright Date	
1990	
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

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Name of Instrument	
ID Number	Publisher
16	Stoelting Company 620 Wheat Lane Wood Dale, Illinois 60191
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify	<input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking
Instrument Type	Administration Time
<input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	40 minutes
This Instrument Is Designed for	Age/Grade
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups	Ages 2-20.11
Identification/Screening Criteria	In accordance with OAC 3301-51-15 and the publisher's instructions
Scoring Information Available from Publisher	Date of Norming
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles
	Copyright Date
	1996
	1997
	For District Use
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

Assessment Instruments for the Identification of Children Who Are Gifted

name of instrument	
Metropolitan Achievement Tests, Seventh Edition	
ID Number	Publisher
29	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking
Instrument Type	<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade Level <input type="checkbox"/> Display of Work, Audition, or Performance
This Instrument Is Designed for	Age/Grade
<input checked="" type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups Grades K-12
Identification/Screening Criteria	In accordance with OAC 3301-51-15 and the publisher's instructions
Scoring Information Available from Publisher	Date of Norming
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles
	Copyright Date
	1992
	1992
For District Use	
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Music Talent Assessment Process (MTAP)	
ID Number	Publisher
45	Arts Connection, Attn: Barry Oreck 120 West 46 th Street New York, New York 10036
This Instrument May Be Used to In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Dance <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts	
Instrument Type	
<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Groups Age/Grade Grades K-12	
This Instrument Is Designed for	
<input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance	
Administration Time	
<input type="checkbox"/> Takes 2-3 observers per session for five 45-minute sessions (occurs during regular class time). Observers meet afterward for consensus scoring.	
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	
<input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Scores <input type="checkbox"/> Standard Error of Measure (SEM) <input type="checkbox"/> Percentiles	
Date of Norming	
<input type="checkbox"/> 1992-1993 Copyright Date 1991	
For District Use	
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

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SG Person(s) Responsible for Overseeing Administration of This Instrument

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Ohio Department of Education Music Performance Rubric, Forms A and B (formerly ODE Music Adjudicator's Rating Sheets) (Contained in Appendix C)	
ID Number	Publisher
44	C/O Visual & Performing Arts Consultants ODE, Center for Curriculum and Assessment 65 South Front Street, Room 1009, Columbus, Ohio 43235
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking
<input type="checkbox"/> Intelligence Test	<input type="checkbox"/> Achievement Test
<input type="checkbox"/> This Instrument Is Designed for	Age/Grade
<input checked="" type="checkbox"/> Individuals	<input type="checkbox"/> Groups
	Grades 5-12: Form A Grades K-4: Form B
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and a superior rating for identification	
Scoring Information Available from Publisher	Date of Norming
<input type="checkbox"/> Standard Deviation	<input type="checkbox"/> Standard Scores
<input type="checkbox"/> Standard Error of Measure (SEM)	<input type="checkbox"/> Percentiles
Intended Use of Instrument	For District Use
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument		
Otis-Lennon School Ability Test, Seventh Edition		
ID Number	Publisher	
53	Psychological Corp. (Harcourt Educational Measure) 555 Academic Court San Antonio, Texas 78204-2498	
This Instrument May Be Used to	In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking	
Instrument Type	Administration Time	
<input checked="" type="checkbox"/> Intelligence Test	<input type="checkbox"/> Achievement Test	
	<input type="checkbox"/> Checklist	
	<input type="checkbox"/> Above Grade-Level	
	<input type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	Age/Grade	
<input checked="" type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups	
	Grades K-12	
	75 minutes	
Identification/Screening Criteria	In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	Date of Norming	Copyright Date
<input checked="" type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores	1996
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles	
For District Use		
Intended Use of Instrument		
School Psychologist or Other Person(s) Trained in Tests and Measurements		
Person(s) Responsible for Overseeing Administration of This Instrument		

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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Otis-Lennon School Ability Test, Sixth Edition	
ID Number	Publisher
49	Psychological Corp. (Harcourt Educational Measure) 555 Academic Court San Antonio, Texas 78204-2498
This Instrument May Be Used to	
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts <input type="checkbox"/> Dance	
Instrument Type	
<input checked="" type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups	Age/Grade Grades K-12
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Standard Error of Measure (SEM) <input checked="" type="checkbox"/> Percentiles	
Intended Use of Instrument	
For District Use School Psychologist or Other Person(s) Trained in Tests and Measurements Person(s) Responsible for Overseeing Administration of This Instrument	
Date of Norming	Copyright Date
1988	1988

Assessment Instruments for the Identification of Children Who Are Gifted

name of instrument	
PLAN	
ID Number	Publisher
30	ACT National Office 2201 North Dodge Street, PO Box 168 Iowa City, Iowa 52243-0168
This Instrument May Be Used to	
<input type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify	
<input type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking	
Instrument Type	
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	Age/Grade
<input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups	Grades 6-10
Identification/Screening Criteria	
<p>In accordance with OAC 3301-51-15 and the publisher's instructions. For above grade-level testing use the two digit standard score at the 95th percentile at grades 6 through 10.</p>	
Scoring Information Available from Publisher	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	
Date of Norming	Copyright Date
<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	National norms 1995 to present with new norms annually
For District Use	
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	
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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument			
Raven's Progressive Matrices (Standard and Advanced Form)			
ID Number	Publisher		
17	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498		
This Instrument May Be Used to	In the Following Ability Areas		
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking		
<input checked="" type="checkbox"/> Intelligence Test	<input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance		
This Instrument Is Designed for	Age/Grade	Administration Time	
<input checked="" type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups	Standard: Ages 6.5-19.5 Advanced: Ages 12-16	
Identification/Screening Criteria			
Identification: Use table on page 98, <i>Research Supplement 3: American and International Norms</i> , of the publisher's manual. Use a score of 130.			
Scoring Information Available from Publisher		Date of Norming	Copyright Date
<input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Error of Measure (SEM)		<input type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	1986 1998
For District Use			
Intended Use of Instrument			
School Psychologist or Other Person(s) Trained in Tests and Measurements			
Person(s) Responsible for Overseeing Administration of This Instrument			

Name of Instrument		
SAT I Reasoning Test		
ID Number	Publisher	
31	The College Board 45 Columbus Avenue New York, New York 10023	
This Instrument May Be Used to <i>In the Following Ability Areas</i>		
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify		
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance		
This Instrument Is Designed for	Age/Grade	Administration Time
<input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups	Designed for grades 11-12; used in grades 6-8 for talent search	3 hours
Identification/Screening Criteria		In accordance with OAC 3301-51-15 and the following scores when used as an out of grade-level test:
Identification:	Grades 6-8 Grade 9 Grades 10-11 Grade 12	
Verbal:	450 550 700 700	
Math:	450 550 700 700	
Scoring Information Available from Publisher		Date of Norming
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		Yearly
		Copyright Date
		1999
For District Use		
Intended Use of Instrument		
School Psychologist or Other Person(s) Trained in Tests and Measurements		
Person(s) Responsible for Overseeing Administration of This Instrument		
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<u>Name of Instrument</u>					
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version					
<u>ID Number</u>	<u>Publisher</u>	<u>Telephone</u>	<u>Fax</u>	<u>E-Mail/Web Site</u>	
39	Creative Learning Press PO Box 320 Mansfield Center, Connecticut 06250	(860) 429-8118	(860) 429-7783	clp@neca.com	
<u>This Instrument May Be Used to</u>		<u>In the Following Ability Areas</u>			
<input checked="" type="checkbox"/> Screen		<input checked="" type="checkbox"/> Identify <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking (Part II)			
<u>Instrument Type</u>		<input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input checked="" type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance			
<u>This Instrument Is Designed for</u>		<u>Age/Grade</u>	<u>Administration Time</u>		
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Grades K-12	10-15 minutes		
<u>Identification/Screening Criteria</u> In accordance with OAC 3301-51-15 and the following cutoff scores (raw scores):					
Creativity, Part II: Musical, Part VI:		Screening 32 25	Identification 43 34	Artistic, Part V: Dramatic, Part VII	Calculated as: 40 36 48
60% of raw score for screening 80% percent of raw score for identification					
<u>Scoring Information Available from Publisher</u>		<u>Date of Norming</u>		<u>Copyright Date</u>	
<input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Error of Measure (SEM)		<input type="checkbox"/> Standard Scores <input type="checkbox"/> Percentiles	N/A	1997	
<u>For District Use</u>					
<u>Intended Use of Instrument</u>					
<u>School Psychologist or Other Person(s) Trained in Tests and Measurements</u>					
<u>Person(s) Responsible for Overseeing Administration of This Instrument</u>					

Assessment Instruments for the Identification of Children Who Are Gifted

name of Instrument	
Stanford Achievement Test Series, Ninth Edition	
ID Number	Publisher
33	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking
<input type="checkbox"/> Intelligence Test	<input checked="" type="checkbox"/> Achievement Test
<input type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups
	Age/Grade
	Grades K-12
Instrument Type	Administration Time
<input type="checkbox"/>	<input type="checkbox"/> Above Grade-Level
<input type="checkbox"/>	<input type="checkbox"/> Display of Work, Audition, or Performance
	Approximately 5 – 5.5 hours
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	Date of Norming
<input checked="" type="checkbox"/> Standard Deviation	<input type="checkbox"/> Standard Scores
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles
Intended Use of Instrument	For District Use
School Psychologist or Other Person(s) Trained in Tests and Measurements	Copyright Date
Person(s) Responsible for Overseeing Administration of This Instrument	
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<u>Name of Instrument</u>		
Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery		
ID Number	Publisher	
32	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	
This Instrument May Be Used to	In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen <input type="checkbox"/> Identify	<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking	
Instrument Type		
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test	<input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	Age/Grade	
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups	Grades 1-12 2 hours	
Identification/Screening Criteria		
In accordance with OAC 3301-51-15 and the publisher's instructions		
Scoring Information Available from Publisher	Date of Norming	Copyright Date
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	1995
		For District Use
Intended Use of Instrument		
School Psychologist or Other Person(s) Trained in Tests and Measurements		
Person(s) Responsible for Overseeing Administration of This Instrument		

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Stanford Achievement Test Series, Ninth Edition, Form SA	
ID Number	Publisher
34	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498
This Instrument May Be Used to	
<i>In the Following Ability Areas</i>	
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify	
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	
Instrument Type	
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups Age/Grade Grades K-12	
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	
<input checked="" type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Error of Measure (SEM) <input type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	
Date of Norming	
1995	
Copyright Date	
1996	
For District Use	
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument			
Stanford-Binet Intelligence Scale: Fourth Edition			
ID Number	Publisher		
18	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079		
This Instrument May Be Used to			
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify			
<input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking			
Instrument Type			
<input checked="" type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance			
This Instrument Is Designed for	Age/Grade	Administration Time	
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups	Ages 2-23	60-90 minutes	
Identification/Screening Criteria			
In accordance with OAC 3301-51-15 and the publisher's instructions			
Scoring Information Available from Publisher		Date of Norming	Copyright Date
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	1985 1986
For District Use			
Intended Use of Instrument			
School Psychologist or Other Person(s) Trained in Tests and Measurements			
Person(s) Responsible for Overseeing Administration of This Instrument			

Name of Instrument		
Terra Nova (CTBS/5)		
ID Number	Publisher	
35	CTB/McGraw Hill 20 Ryan Ranch Road Monterey, California 93940	
This Instrument May Be Used to	In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking	
Instrument Type <input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance		
This Instrument Is Designed for	Age/Grade	Administration Time
<input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups	Grades K-12	Multiple assessments: 4-5.5 hours Complete battery: 3-4 hours Survey: 2.5 hours
Identification/Screening Criteria	In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	Date of Norming	Copyright Date
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	1996
For District Use		
Intended Use of Instrument	121	
School Psychologist or Other Person(s) Trained in Tests and Measurements	120	
Person(s) Responsible for Overseeing Administration of This Instrument		

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Test of Cognitive Skills, Second Edition (TCS/2)	
ID Number	Publisher
56	CTB/McGraw Hill 20 Ryan Ranch Road Monterey, California 93940
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify
	<input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking
Instrument Type	Administration Time
<input checked="" type="checkbox"/> Intelligence Test	<input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance
This Instrument Is Designed for	Age/Grade
<input checked="" type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups
	Grades 2-12
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	Date of Norming
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Standard Scores <input type="checkbox"/> Percentiles
	1992
Copyright Date	
	1992
Intended Use of Instrument	For District Use
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

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Name of Instrument	
Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	
ID Number	Publisher
37	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify
	<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic Ability <input type="checkbox"/> Creative Thinking
Instrument Type	
<input type="checkbox"/> Intelligence Test	<input checked="" type="checkbox"/> Achievement Test
	<input type="checkbox"/> Checklist
	<input type="checkbox"/> Above Grade-Level
	<input type="checkbox"/> Display of Work, Audition, or Performance
This Instrument Is Designed for	Age/Grade
<input checked="" type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups
	Grades 9-12
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	Date of Norming
<input checked="" type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles
For District Use	
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
12	125
Person(s) Responsible for Overseeing Administration of This Instrument	
12	59

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument					
Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery					
ID Number	Publisher				
36	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079				
This Instrument May Be Used to <i>In the Following Ability Areas</i> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Screen <input type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking 					
Instrument Type <ul style="list-style-type: none"> <input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance 					
This Instrument Is Designed for <table border="1" style="float: right; margin-right: 10px;"> <tr> <td>Age/Grade</td> <td>Administration Time</td> </tr> <tr> <td>Grades 9-12</td> <td>4 hours and 15 minutes</td> </tr> </table> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups 		Age/Grade	Administration Time	Grades 9-12	4 hours and 15 minutes
Age/Grade	Administration Time				
Grades 9-12	4 hours and 15 minutes				
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions					
Scoring Information Available from Publisher <table border="1" style="float: right; margin-right: 10px;"> <tr> <td>Date of Norming</td> <td>Copyright Date</td> </tr> <tr> <td>1995</td> <td>1996</td> </tr> </table> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM) <input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles 		Date of Norming	Copyright Date	1995	1996
Date of Norming	Copyright Date				
1995	1996				
For District Use					
Intended Use of Instrument					
School Psychologist or Other Person(s) Trained in Tests and Measurements					
Person(s) Responsible for Overseeing Administration of This Instrument					

Name of Instrument		
Theatre Arts Talent Assessment Process (TTAP)		
ID Number	Publisher	
43	Arts Connection, Attn: Barry Oreck 120 West 46 th Street New York, New York 10036	
This Instrument May Be Used to	In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify	<input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking	
Instrument Type		
<input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance		
This Instrument Is Designed for	Age/Grade	Administration Time
<input type="checkbox"/> Individual: <input checked="" type="checkbox"/> Groups	Grades K-12	Takes 2-3 observers per session for five 45-minute sessions (occurs during regular class time). Observers meet afterward for consensus scoring.
Identification/Screening Criteria		
In accordance with OAC 3301-51-15 and the publisher's instructions		
Scoring Information Available from Publisher	Date of Norming	Copyright Date
<input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Form or Measure (SEM)	<input type="checkbox"/> Standard Scores <input type="checkbox"/> Percentiles	1994-1996 1995
For District Use		
Intended Use of Instrument		
School Psychologist or Other Person(s) Trained in Tests and Measurements		
128 Person(s) Responsible for Overseeing Administration of This Instrument		
129 129		

Name of Instrument					
ID Number	Publisher				
51	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498				
This Instrument May Be Used to <i>In the Following Ability Areas</i>					
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify					
<input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking					
<input checked="" type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance					
This Instrument Is Designed for <table border="1" style="float: right; margin-right: 10px;"> <tr> <td>Age/Grade</td> <td>Administration Time</td> </tr> <tr> <td>Ages 3-7.3 (Grades Pre-kindergarten-2)</td> <td>1 hour and 15 minutes</td> </tr> </table>		Age/Grade	Administration Time	Ages 3-7.3 (Grades Pre-kindergarten-2)	1 hour and 15 minutes
Age/Grade	Administration Time				
Ages 3-7.3 (Grades Pre-kindergarten-2)	1 hour and 15 minutes				
Identification/Screening Criteria <p>In accordance with OAC 3301-51-15 and the publisher's instructions</p>					
Scoring Information Available from Publisher <table border="1" style="float: right; margin-right: 10px;"> <tr> <td>Date of Norming</td> <td>Copyright Date</td> </tr> <tr> <td>Standard Scores Percentiles</td> <td>1989 1987</td> </tr> </table>		Date of Norming	Copyright Date	Standard Scores Percentiles	1989 1987
Date of Norming	Copyright Date				
Standard Scores Percentiles	1989 1987				
Intended Use of Instrument <p>For District Use</p>					
School Psychologist or Other Person(s) Trained in Tests and Measurements					
Person(s) Responsible for Overseeing Administration of This Instrument					

Assessment Instruments for the Identification of Children Who Are Gifted

name of Instrument	
Wechsler Abbreviated Scale of Intelligence (WASI)	
ID Number	Publisher
19	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498
This Instrument May Be Used to	In the Following Ability Areas
<input checked="" type="checkbox"/> Screen	<input type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking
Instrument Type	Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts
<input checked="" type="checkbox"/> Intelligence Test	<input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance
This Instrument Is Designed for	Age/Grade
<input checked="" type="checkbox"/> Individuals	<input type="checkbox"/> Groups Ages 6-adult
	30-35 minutes
<i>Identification/Screening Criteria</i>	
In accordance with OAC 3301-51-15 and the publisher's instructions	
<i>Scoring Information Available from Publisher</i>	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	
<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	
<i>Date of Norming</i>	
<input checked="" type="checkbox"/> 1998	
<i>Copyright Date</i>	
<input checked="" type="checkbox"/> 1999	
For District Use	
<i>Intended Use of Instrument</i>	
<i>School Psychologist or Other Person(s) Trained in Tests and Measurements</i>	
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<i>Person(s) Responsible for Overseeing Administration of This Instrument</i>	
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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument	
Wechsler Individual Achievement Test (WIAT)	
ID Number	Publisher
38	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498
This Instrument May Be Used to	
In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify	
<input type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking	
Instrument Type	
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups	
Age/Grade Ages 5-19	
Identification/Screening Criteria	
In accordance with OAC 3301-51-15 and the publisher's instructions	
Scoring Information Available from Publisher	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Standard Error of Measure (SEM) <input checked="" type="checkbox"/> Percentiles	
Date of Norming	
1991	
Copyright Date	
1992	
For District Use	
Intended Use of Instrument	
School Psychologist or Other Person(s) Trained in Tests and Measurements	
Person(s) Responsible for Overseeing Administration of This Instrument	

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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument		
20	Wechsler Intelligence Scale for Children, Third Edition (WISC-III) The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	
ID Number	Publisher	
	Telephone (800) 572-5373 (513) 755-8970	
	Fax (513) 755-8971	
	E-Mail/Web Site www.harcourt.com/assessment	
This Instrument May Be Used to	In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	
	<input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking	
Instrument Type	Age/Grade	
<input checked="" type="checkbox"/> Intelligence Test	<input type="checkbox"/> Achievement Test	
	<input type="checkbox"/> Checklist	
	<input type="checkbox"/> Above Grade-Level	
	<input type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	Administration Time	
<input checked="" type="checkbox"/> Individuals	<input type="checkbox"/> Groups	
	Ages 6-16.11 (Grades K-12)	
	50-85 minutes	
Identification/Screening Criteria		
In accordance with OAC 3301-51-15 and the publisher's instructions		
Scoring Information Available from Publisher	Date of Norming	Copyright Date
<input checked="" type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores	1991
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles	
For District Use		
Intended Use of Instrument		
School Psychologist or Other Person(s) Trained in Tests and Measurements		
Person(s) Responsible for Overseeing Administration of This Instrument		

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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument		
Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R) and Form A, Achievement Battery		
ID Number	Publisher	
21	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	
This Instrument May Be Used to	In the Following Ability Areas	
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	
	<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking	
	<input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Theater <input type="checkbox"/> Dance <input type="checkbox"/> Visual Arts	
Instrument Type	Age/Grade	
<input checked="" type="checkbox"/> Intelligence Test	<input checked="" type="checkbox"/> Achievement Test	
	<input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance	
This Instrument Is Designed for	Administration Time	
<input checked="" type="checkbox"/> Individuals	<input type="checkbox"/> Groups	
	Ages 2-adult 50-60 minutes	
Identification/Screening Criteria		
In accordance with OAC 3301-51-15 and the publisher's instructions. The Woodcock-Johnson-Revised: Test of Cognitive Ability, Cognitive Battery, needs to be administered by a licensed psychologist. The Form A, Achievement Battery, can be administered by a trained observer.		
Scoring Information Available from Publisher	Date of Norming	Copyright Date
<input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	1986-1988 1989
For District Use		
Intended Use of Instrument		
School Psychologist or Other Person(s) Trained in Tests and Measurements		
Person(s) Responsible for Overseeing Administration of This Instrument		
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Appendix A: Instrument List by Grade Level and Special Population Norm Groups

Instrument List by Grade Level and Special Population Norm Groups

Intended Use	Area	Instrument Type						Administration				Population Specific			
		S	ID	SC	SA	CT	VPA	Instrument	Administration	Grade	L-SES	DLB	Spanish	CLD	
		Screening	Specific Academic	Intelligence Test	Achievement Test	Checklist	AGL	IND	GP	Level	L-SES	DLB	Spanish	CLD	
22	ACT Assessment Program (AAP)	X	X	X	X			AGL, ACH	X	7-12					
55	Aprenda: La prueba de logros en español	X	X	X	X			ACH	X	K-8			X	X	
46	Art Advanced Placement Scoring Guidelines	X	X			X		DAP	X	K-12					
10	Batería Woodcock-Muñoz-Revisada: Pruebas de habilidad (Batería-R)	X	X	X	X			INT, ACH	X	K-12	X	X	X		
52	California Achievement Tests, Fifth Edition (CAT/5)	X	X	X	X			ACH	X	K-12					
40	Clark's Drawing Abilities Test	X	X			X		DAP	X	K-12					
11	Cognitive Abilities Test (CogAT), Form 5	X	X	X	X			INT	X	K-12	X	X			
12	Cognitive Abilities Test (CogAT) Nonverbal Battery, Edición en Español	X	X	X	X			INT	X	K-12	X	X	X		
54	Comprehensive Test of Basic Skills (CTBS/4)	X	X	X	X			ACH	X	K-12					
23	Comprehensive Testing Program, 3 rd Edition, (CTPIII)	X		X	X	X		INT, ACH	X	1-12					
42	Dance Talent Assessment Process (DTAP)	X	X			X		DAP	X	K-12					
13	Das-Naglieri Cognitive Assessment Systems (CAS)	X	X	X	X			INT	X	K-12	X	X	X		
14	Differential Ability Scales (DAS)	X	X	X	X			INT, AGL	X	1-12					
47	Display of Work, Audition, or Performance (Observation or Evaluation)	X	X			X		DAP	X	K-12					
24	EXPLORE		X	X	X			AGL, ACH	X	3-9					
41	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30; Visual or Performing Arts: Section IV, Items 41-50)	X	X	X	X	X	X	CHK	X	K-12					

<u>Intended Use</u>		<u>Area</u>	<u>Instrument Type</u>						<u>Population Specific</u>			
S = Screening	SC = Superior Cognitive	INT = Intelligence Test							L-SES = Low Socioeconomic Status			
ID = Identification	SA = Specific Academic	ACH = Achievement Test							DLB = Disability			
CT = Creative Thinking	CHK = Checklist	AGL = Above Grade-Level							CLD = Culturally/Linguistically Diverse			
VPA = Visual or Performing Arts	DAP = Display of Work, Audition, or Performance											
ID#	Name of Instrument	Intended Use	Area	SC	SA	CT	VPA	Instrument Type	Administration	Grade Level	Population Specific Norms	CLD
25	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery	X	X	X	X			ACH	X	X	K-9	X
26	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery	X	X	X	X			ACH	X	X	1-9	X
27	Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery	X	X	X	X			ACH	X	X	9-12	X
28	Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery	X	X	X	X			ACH	X	X	9-12	X
15	Kaufman Brief Intelligence Test (K-BIT)	X	X	X	X			INT	X		K-12	
16	Leiter International Performance Scale-Revised (Leiter-R)	X	X	X	X			INT	X		K-12	X
29	Metropolitan Achievement Tests, Seventh Edition	X	X	X	X			ACH	X		K-12	
45	Music Talent Assessment Process (MTAP)	X	X				X	DAP	X		K-12	
44	Ohio Department of Education Music Performance Rubric, Forms A and B	X	X				X	DAP	X		K-12	
53	Otis-Lennon School Ability Test, Seventh Edition	X	X	X	X			INT	X		K-12	
49	Otis-Lennon School Ability Test, Sixth Edition	X	X	X	X			INT	X		K-12	
30	PLAN		X	X	X			AGL, ACH	X		6-10	
17	Raven's Progressive Matrices (Standard and Advanced Form)	X	X	X	X			INT	X		1-12	X
31	SAT I Reasoning Test	X	X	X	X			AGL, ACH	X		6-12	
39	Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Creativity: Part II; Musical: Part VI; Dramatic: Part VII; Artistic: Part V)	X	X		X	X		CHK	X		K-12	
33	Stanford Achievement Test Series, Ninth Edition	X	X	X	X			ACH	X		K-12	
32	Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery	X		X	X			ACH	X		1-12	
34	Stanford Achievement Test Series, Ninth Edition, Form SA	X	X	X	X			ACH	X		K-12	
18	Stanford-Binet Intelligence Scale: Fourth Edition	X	X	X	X			INT	X		K-12	
35	Terra Nova (CTBS/5)	X	X	X	X			ACH	X		K-12	X
56	Test of Cognitive Skills, Second Edition (TCS/2)	X	X	X	X			INT	X		2-12	

Intended Use	Area	Instrument Type						Administration			Population Specific		
		S	SC	INT	IND	L-SES	IND	GP	DLB	CLD	GP	DLB	CLD
S = Screening	SC = Superior Cognitive			INT = Intelligence Test									
ID = Identification	SA = Specific Academic	X	X	ACH = Achievement Test	X		X						
	CT = Creative Thinking			CHK = Checklist									
	VPA = Visual or Performing Arts			AGL = Above Grade-Level									
				DAP = Display of Work, Audition, or Performance									
ID#	Name of Instrument	Intended Use	SC	SA	CT	VPA	Instrument Type	Administration	Grade Level	Population Specific Norms			
		S	ID	SC	SA	CT	Instrument	IND	GP	IND	GP	DLB	CLD
37	Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	X	X	X	X		ACH	X	X	9-12	X		
36	Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery	X	X	X			ACH	X	X	9-12	X		
43	Theatre Arts Talent Assessment Process (TATAP)	X	X			X	DAP		X	K-12			
51	Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)	X	X	X	X		INT	X		Pre-K-2			
19	Wechsler Abbreviated Scale of Intelligence (WASI)	X		X	X		INT	X		K-12			
38	Wechsler Individual Achievement Test (WIAT)	X	X	X	X		ACH	X		K-12			
20	Wechsler Intelligence Scale for Children, Third Edition (WISC-III)	X	X	X	X		INT	X		K-12			
21	Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R) and Form A, Achievement Battery	X	X	X	X	X	INT, ACH	X		K-12	X	X	X

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Appendix B:
Model Policies and Plan for
the Identification of Children
Who Are Gifted Forms

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Person Completing Form: _____

IRN: _____

Person Completing Form: _____

Phone Number: _____

Identification Instruments
 Enter a numerical code from *Assessment Instruments for the Identification of Children Who Are Gifted* to indicate the names of the group and/or individual instruments you use to identify gifted children at each grade level.

Area	Instrument	K	1	2	3	4	5	6	7	8	9	10	11	12
Superior Cognitive Ability	Individual													
	Group													
Specific Academic Ability	Special Populations													
	Individual													
Creative Thinking Ability	Group													
	Special Populations													
Visual or Performing Arts Ability	Individual													
	Group													
	Special Populations													

Superior Cognitive Ability	Specific Academic Ability	Creative Thinking Ability	Visual or Performing Arts Ability
10 Batería Woodcock-Muñoz-Revisada: Pruebas de habilidad (Batería-R)	10 Batería Woodcock-Muñoz-Revisada: Prueba de habilidad (Batería-R)	10 Batería Woodcock-Muñoz-Revisada: Prueba de habilidad (Batería-R)	39 Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Artistic: Part V, Musical: Part VI, Dramatic: Part VII)
11 Cognitive Abilities Test (Cog-AT), Form 5	11 Cognitive Abilities Test (Cog-AT), Form 5	11 Cognitive Abilities Test (Cog-AT), Form 5	40 Clark's Drawing Abilities Test
12 Cognitive Abilities Test (Cog-AT) Nonverbal Battery, Edición en Español	12 Cognitive Abilities Test (Cog-AT) Nonverbal Battery, Edición en Español	12 Cognitive Abilities Test (Cog-AT) Nonverbal Battery, Edición en Español	41 Gifted and Talented Evaluation Scale (GATES) (Visual or Performing Arts: Section IV, Items 41-50)
13 Das-Naglieri Cognitive Assessment Systems (CAS)	13 Das-Naglieri Cognitive Assessment Systems (CAS)	13 Das-Naglieri Cognitive Assessment Systems (CAS)	42 Duane Talent Assessment Process (DTAP)
14 Differential Ability Scales (DAS)	14 Differential Ability Scales (DAS)	14 Differential Ability Scales (DAS)	43 Theatre Arts Talent Assessment Process (T-TAP)
16 Raven's International Performance Scale: Revised (Leiter-R)	16 Raven's International Performance Scale: Revised (Leiter-R)	16 Raven's International Performance Scale: Revised (Leiter-R)	44 Ohio Department of Education, Music Performance Rubric, Forms A and B
17 Raven's Progressive Matrices (Standard and Advanced Form)	17 Raven's Progressive Matrices (Standard and Advanced Form)	17 Raven's Progressive Matrices (Standard and Advanced Form)	45 Music Talent Assessment Process (MTAP)
18 Stanford-Binet Intelligence Scale: Fourth Edition	18 Stanford-Binet Intelligence Scale: Fourth Edition	18 Stanford-Binet Intelligence Scale: Fourth Edition	46 Art Advanced Placement Scoring Guidelines
21 Wechsler Intelligence Scale for Children, Third Edition (WISC-III)	21 Wechsler Intelligence Scale for Children, Third Edition (WISC-III)	21 Wechsler Intelligence Scale for Children, Third Edition (WISC-III)	47 Display of Work, Audition, or Performance (Observation or Evaluation)
22 ACT Assessment Program (AAP)	22 ACT Assessment Program (AAP)	22 ACT Assessment Program (AAP)	
24 EXPLORE	24 EXPLORE	24 EXPLORE	
25 Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery	25 Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery	25 Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery	
27 Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery	27 Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery	27 Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery	
29 Metropolitan Achievement Tests, Seventh Edition	29 Metropolitan Achievement Tests, Seventh Edition	29 Metropolitan Achievement Tests, Seventh Edition	
30 PLAN	30 PLAN	30 PLAN	
31 SAT I Reasoning Test	31 SAT I Reasoning Test	31 SAT I Reasoning Test	
33 Stanford Achievement Test Series, Ninth Edition	33 Stanford Achievement Test Series, Ninth Edition	33 Stanford Achievement Test Series, Ninth Edition	
34 Stanford Achievement Test Series, Ninth Edition, Form SA	34 Stanford Achievement Test Series, Ninth Edition, Form SA	34 Stanford Achievement Test Series, Ninth Edition, Form SA	
35 Terra Nova (CTB5)	35 Terra Nova (CTB5)	35 Terra Nova (CTB5)	
37 Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	37 Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	37 Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	
38 Wechsler Individual Achievement Test (WIAT)	38 Wechsler Individual Achievement Test (WIAT)	38 Wechsler Individual Achievement Test (WIAT)	
38 Wechsler Individual Achievement Tests, Fifth Edition (CATS)	38 Wechsler Individual Achievement Tests, Fifth Edition (CATS)	38 Wechsler Individual Achievement Tests, Fifth Edition (CATS)	
49 Ols-Lemon School Ability Test, Sixth Edition	49 Ols-Lemon School Ability Test, Sixth Edition	49 Ols-Lemon School Ability Test, Sixth Edition	
51 Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)	51 Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)	51 Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)	
52 California Achievement Tests, Fifth Edition (CAT5)	52 California Achievement Tests, Fifth Edition (CAT5)	52 California Achievement Tests, Fifth Edition (CAT5)	
53 Ols-Lemon School Ability Test, Second Edition	53 Ols-Lemon School Ability Test, Second Edition	53 Ols-Lemon School Ability Test, Second Edition	
54 Comprehensive Test of Basic Skills (CTBS-4)	54 Comprehensive Test of Basic Skills (CTBS-4)	54 Comprehensive Test of Basic Skills (CTBS-4)	
55 Aprenda: La prueba de logos en Español	55 Aprenda: La prueba de logos en Español	55 Aprenda: La prueba de logos en Español	
56 Tests of Cognitive Skills, Second Edition (TCSS2)	56 Tests of Cognitive Skills, Second Edition (TCSS2)	56 Tests of Cognitive Skills, Second Edition (TCSS2)	

Person Completing Form: _____

IRN: _____

Screening Instruments

Enter a numerical code from **Assessment Instruments for the Identification of Children Who Are Gifted** to indicate the names of the group and/or individual instruments you use to screen gifted children at each grade level.

Area	Instrument	K	1	2	3	4	5	6	7	8	9	10	11	12
Superior Cognitive Ability	Individual Group													
	Special Populations													
Specific Academic Ability	Individual Group													
	Special Populations													
Creative Thinking Ability	Individual Group													
	Special Populations													
Visual or Performing Arts Ability	Individual Group													
	Special Populations													

Visual or Performing Arts Ability		Creative Thinking Ability												
10	Batería Woodcock-Muñoz-Revisada: Pruebas de habilidad (Batería-R)	10	Batería Woodcock-Muñoz-Revisada: Pruebas de habilidad (Batería-R)											
11	Cognitive Abilities Test (Cog-AT), Form 5	11	Cognitive Abilities Test (Cog-AT), Form 5											
12	Cognitive Abilities Test (Cog-AT) Nonverbal Battery, Edición en Español	12	Cognitive Abilities Test (Cog-AT) Nonverbal Battery, Edición en Español											
13	Das-Naglieri Cognitive Assessment System (CAS)	13	Das-Naglieri Cognitive Assessment System (CAS)											
14	Differential Ability Scales (DAS)	14	Differential Ability Scales (DAS)											
15	Kaufman Brief Intelligence Test (K-BIT)	15	Kaufman Brief Intelligence Test (K-BIT)											
16	Leiter International Performance Scale-Revised (Leiter-R)	16	Leiter International Performance Scale-Revised (Leiter-R)											
17	Raven's Progressive Matrices - Standard and Advanced Form	17	Raven's Progressive Matrices - Standard and Advanced Form											
18	Stanford-Binet Intelligence Scale: Fourth Edition	18	Stanford-Binet Intelligence Scale: Fourth Edition											
19	Wechsler Abbreviated Scale of Intelligence (WASI)	19	Wechsler Abbreviated Scale of Intelligence (WASI)											
20	Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R)	20	Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R)											
21	Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R)	21	Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R)											
22	ACT Assessment Program (AAP)	22	ACT Assessment Program, 3rd Edition (CTPIII)											
23	Comprehensive Testing Program, 3rd Edition (CTPIII)	23	Comprehensive Testing Program, 3rd Edition (CTPIII)											
24	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery	24	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery											
25	Iowa Test of Basic Skills (ITBS), Form K/L/M, Survey Battery	25	Iowa Test of Basic Skills (ITBS), Form K/L/M, Survey Battery											
26	Iowa Test of Basic Skills (ITBS), Form K/L/M, Survey Battery	26	Iowa Test of Basic Skills (ITBS), Form K/L/M, Survey Battery											
27	Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery	27	Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery											
28	Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery	28	Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery											
29	Metropolitan Achievement Test, Seventh Edition	29	Metropolitan Achievement Test, Seventh Edition											
30	SAT I Reasoning Test	30	SAT I Reasoning Test											
31	Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery	31	Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery											
32	Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery	32	Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery											
33	Stanford Achievement Test Series, Ninth Edition, Form SA	33	Stanford Achievement Test Series, Ninth Edition, Form SA											
34	Terra Nova (CTBS/5)	34	Terra Nova (CTBS/5)											
35	Terra Nova (CTBS/5)	35	Terra Nova (CTBS/5)											
36	Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery	36	Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery											
37	Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	37	Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery											
38	Wechsler Individual Achievement Test (WIAT)	38	Wechsler Individual Achievement Test (WIAT)											
39	Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)	39	Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)											
40	California Achievement Test, Fifth Edition (CAT/5)	40	California Achievement Test, Fifth Edition (CAT/5)											
41	Ohio-Lamont School Ability Test, Seventh Edition	41	Ohio-Lamont School Ability Test, Seventh Edition											
42	Comprehensive Test of Basic Skills (CTBS/4)	42	Comprehensive Test of Basic Skills (CTBS/4)											
43	Ohio-Lamont School Ability Test, Second Edition (CAT/5)	43	Ohio-Lamont School Ability Test, Second Edition (CAT/5)											
44	Test of Cognitive Skills, Second Edition (TCSE)	44	Test of Cognitive Skills, Second Edition (TCSE)											
45	Music Talent Assessment Process (MTAP)	45	Music Talent Assessment Process (MTAP)											
46	Art Advanced Placement Scoring Guidelines	46	Art Advanced Placement Scoring Guidelines											
47	Display of Work, Audition, or Performance (Observation or Evaluation)	47	Display of Work, Audition, or Performance (Observation or Evaluation)											

Tests of Cognitive Skills, Second Edition (TCS/2)
 Screening (Criteria: _____) Identification

Specific Academic Ability continued

Wechsler Individual Achievement Test (WIAT)
 Screening (Criteria: _____) Identification

Woodcock-Johnson-Revised Test of Cognitive Ability (WJ-R)
 □ Cognitive Battery
 Screening (Criteria: _____) Identification

Form A, Achievement Battery
 Screening (Criteria: _____) Identification

Creative Thinking Ability
 Bateria Woodcock-Muñoz-Revisada: Preubas de
 habilidad (Bateria-R)
 Cognitive Battery
 Screening (Criteria: _____) Identification

Achievement Battery
 Screening (Criteria: _____) Identification

Comprehensive Test of Basic Skills (CTBS/4)
 Screening (Criteria: _____) Identification

Comprehensive Testing Program, 3rd Edition (CTP/III)
 Screening (Criteria: _____) Identification

Cognitive Abilities Test (Cog-AT), Form 5
 Screening (Criteria: _____) Identification

Cognitive Abilities Test (Cog-AT), Nonverbal Battery,
 Edicion en Espanol
 Screening (Criteria: _____) Identification

Das-Naglieri Cognitive Assessment Systems (CAS)
 Screening (Criteria: _____) Identification

Differential Ability Scales (DAS)
 Screening (Criteria: _____) Identification

Gifted and Talented Evaluation Scale (GATES)
 (Creative Thinking: Section IV, Items 21-30)
 Screening (Criteria: _____) Identification

Kaufman Brief Intelligence Test (K-BIT)
 Screening (Criteria: _____) Identification

Leiter International Performance Scale-Revised (Leiter-R)
 Screening (Criteria: _____) Identification

Otis-Lennon School Ability Test, Seventh Edition
 Screening (Criteria: _____) Identification

Otis-Lennon School Ability Test, Sixth Edition
 Screening (Criteria: _____) Identification

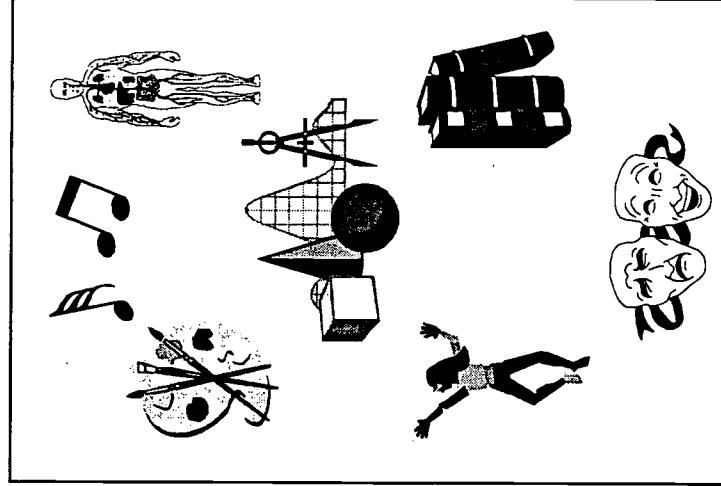
Raven's Progressive Matrices (Standard and Advanced
 Form)
 Screening (Criteria: _____) Identification

Scales for Rating the Behavior Characteristics of Superior
 Students (SRBCSS), 1997 Version (Creativity: Part II)
 Screening (Criteria: _____) Identification

Stanford-Binet Intelligence Scale: Fourth Edition
 Screening (Criteria: _____) Identification

Assessment Instruments used by the District for Gifted Identification

Information for Parents



School District

This pamphlet should be used with
**INFORMATION FOR PARENTS: District Policy and Plan for the
 Identification of Children Who Are Gifted**
 and
IDENTIFICATION OF CHILDREN WHO ARE GIFTED
Excerpts from HB 282

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strict uses the following assessment instruments for screening and identification. The screening criteria is included. For identification criteria, see *Identification of Children Gifted: Excerpts from HB 282*.

Superior Cognitive Ability	Specific Academic Ability
<input type="checkbox"/> ACT Assessment Program (AAP) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Aprenda: La prueba de logros en Espanol <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Bateria Woodcock-Muñoz-Revisada: Preubas de habilidad (Bateria-R) <input type="checkbox"/> Cognitve Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> SAT I Reasoning Test <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Stanford Achievement Test Series, Ninth Edition <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> California Achievement Tests, Fifth Edition (CAT/5) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Comprehensive Test of Basic Skills (CTBS/4) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Comprehensive Testing Program, 3 rd Edition (CTPIII) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Cognitive Abilities Test (CogAT), Form 5 <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Cognitive Abilities Test (CogAT), Nonverbal Battery, Edicion en Espanol <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Das-Naglieri Cognitive Assessment Systems (CAS) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Differential Ability Scales (DAS) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> EXPLORE <input type="checkbox"/> Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Abbreviated Scale of Intelligence (WASI) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Individual Achievement Test (WIAT) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Intelligence Scale for Children, Third Edition (WISC-III) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Woodcock-Johnson-Revised Test of Cognitive Ability (WJ-R) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Kaufman Brief Intelligence Test (K-BIT) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Leiter-International Performance Scale-Revised (Leiter-R) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Metropolitan Achievement Tests, Seventh Edition <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification	<input type="checkbox"/> Otis-Lennon School Ability Test, Seventh Edition <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Otis-Lennon School Ability Test, Sixth Edition <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> PLAN <input type="checkbox"/> Identification <input type="checkbox"/> Raven's Progressive Matrices (Standard and Advanced Form) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> SAT I Reasoning Test <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Stanford Achievement Test Series, Ninth Edition <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Stanford Achievement Test Series, Ninth Edition, Form SA <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Stanford-Binet Intelligence Scale: Fourth Edition <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Terra Nova (CTBS/5) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Terra Nova (CTBS/5) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Terra Nova (CTBS/5) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Terra Nova (CTBS/5) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Tests of Cognitive Skills, Second Edition (TCS/2) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Abbreviated Scale of Intelligence (WASI) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Individual Achievement Test (WIAT) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Intelligence Scale for Children, Third Edition (WISC-III) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Woodcock-Johnson-Revised Test of Cognitive Ability (WJ-R) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Cognitive Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Form A, Achievement Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Leiter-International Performance Scale-Revised (Leiter-R) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Metropolitan Achievement Tests, Seventh Edition <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification
<input type="checkbox"/> ACT Assessment Program (AAP) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Aprenda: La prueba de logros en Espanol <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Bateria Woodcock-Muñoz-Revisada: Preubas de habilidad (Bateria-R) <input type="checkbox"/> Cognitive Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Achievement Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> California Achievement Tests, Fifth Edition (CAT/5) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Comprehensive Testing Program, 3 rd Edition (CTPIII) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification	<input type="checkbox"/> ACT Assessment Program (AAP) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Aprenda: La prueba de logros en Espanol <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Bateria Woodcock-Muñoz-Revisada: Preubas de habilidad (Bateria-R) <input type="checkbox"/> Cognitive Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Achievement Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> California Achievement Tests, Fifth Edition (CAT/5) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Comprehensive Testing Program, 3 rd Edition (CTPIII) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification
<input type="checkbox"/> EXPLORE <input type="checkbox"/> Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> PLAN <input type="checkbox"/> Identification <input type="checkbox"/> SAT 1 Reasoning Test <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Stanford Achievement Test Series, Ninth Edition <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Stanford Achievement Test Series, Ninth Edition, Form SA <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Terra Nova (CTBS/5) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Abbreviated Scale of Intelligence (WASI) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Individual Achievement Test (WIAT) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Intelligence Scale for Children, Third Edition (WISC-III) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Woodcock-Johnson-Revised Test of Cognitive Ability (WJ-R) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Kaufman Brief Intelligence Test (K-BIT) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Leiter-International Performance Scale-Revised (Leiter-R) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Metropolitan Achievement Tests, Seventh Edition <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification	<input type="checkbox"/> EXPLORE <input type="checkbox"/> Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> PLAN <input type="checkbox"/> Identification <input type="checkbox"/> SAT 1 Reasoning Test <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Stanford Achievement Test Series, Ninth Edition <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Stanford Achievement Test Series, Ninth Edition, Form SA <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Terra Nova (CTBS/5) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Abbreviated Scale of Intelligence (WASI) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Individual Achievement Test (WIAT) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Intelligence Scale for Children, Third Edition (WISC-III) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Woodcock-Johnson-Revised Test of Cognitive Ability (WJ-R) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Kaufman Brief Intelligence Test (K-BIT) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Leiter-International Performance Scale-Revised (Leiter-R) <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification <input type="checkbox"/> Metropolitan Achievement Tests, Seventh Edition <input type="checkbox"/> Screening (Criteria: _____) <input type="checkbox"/> Identification

Appendix C:

Ohio Department of

Education Music Performance

Rubric, Forms A and B

For more information on this instrument, please contact

Ohio Department of Education
Center for Curriculum and Assessment
Visual or Performing Arts Consultants
65 South Front Street, Room 1009
Columbus, Ohio 43235
(614) 466-2761 or Toll Free (877) 644-6338
www.ode.state.oh.us

Ohio Department of Education

MUSIC PERFORMANCE RUBRIC, FORM A

(Adapted with permission from the Ohio Music Education Association)

Student's Name:	Date:
Grade/Age:	School:
Evaluator's Name:	

Directions: To be completed by a trained individual. Please provide written comments for each item listed in each category.

Interpretation

Tempo

Phrasing

Expression

Style

Dynamic Levels

Technique

Note Accuracy

Rhythmic Accuracy

Articulation - Diction - Bowing

Facility

Posture - Playing Position

Tone

Quality

Breath Support

Intonation

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Ohio Department of Education

MUSIC PERFORMANCE RUBRIC, FORM B

Grades Kindergarten through 12

(Adapted with permission from the Ohio Music Education Association)

Directions: Think of the performance in comparison to others performed by students of comparable age, experience, and environment. Circle the rating of this performance compared to others.

- | | | |
|------------|--------------------|---|
| I | Superior | A performance with excellent tonal quality and intonation, very few technical errors, and exemplifying a truly musical expression. |
| II | Outstanding | A performance that is excellent in many respects, but with minor defects in technique, tonal quality, intonation, or interpretation, and/or problems with intonation. |
| III | Proficient | An acceptable performance which shows accomplishment, but lacks one or more essential qualities and overall is not outstanding. |

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References

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